

FORK SHOALS ELEMENTARY

916 McKelvey Road
Pelzer, South Carolina 29669

GRADES K-5 Elementary School

ENROLLMENT 529 Students

PRINCIPAL David M. Johnstone 864-243-5680

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	60	8	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004	Good	Unsatisfactory	Yes

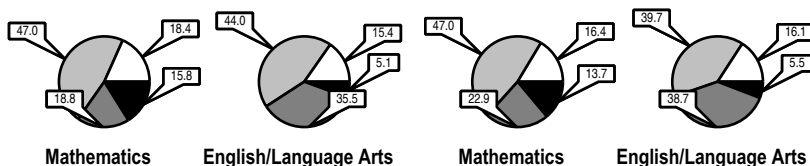
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	251	100.0	15.4	44.0	35.5	5.1	51.7	Yes	Yes
Gender									
Male	136	100.0	22.4	45.6	29.6	2.4	41.6		
Female	115	100.0	7.3	42.2	42.2	8.3	63.3		
Racial/Ethnic Group									
White	213	100.0	11.6	42.7	40.2	5.5	56.8	Yes	Yes
African-American	30	100.0	41.4	48.3	10.3	0.0	17.2	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	196	100.0	9.3	44.0	40.7	6.0	60.4		
Disabled	55	100.0	36.5	44.2	17.3	1.9	21.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	251	100.0	15.4	44.0	35.5	5.1	51.7		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	249	100.0	15.0	44.2	35.6	5.2	51.9		
Socio-Economic Status									
Subsidized meals	115	100.0	22.9	53.3	22.9	1.0	35.2	Yes	Yes
Full-pay meals	136	100.0	9.3	36.4	45.7	8.5	65.1		

Mathematics - State Performance Objective = 15.5%									
All Students	251	100.0	18.4	47.0	18.8	15.8	53.0	Yes	Yes
Gender									
Male	136	100.0	21.6	48.8	17.6	12.0	48.8		
Female	115	100.0	14.7	45.0	20.2	20.2	57.8		
Racial/Ethnic Group									
White	213	100.0	14.1	46.7	21.6	17.6	59.3	Yes	Yes
African-American	30	100.0	44.8	48.3	3.4	3.4	13.8	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	196	100.0	12.6	47.3	20.9	19.2	60.4		
Disabled	55	100.0	38.5	46.2	11.5	3.8	26.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	251	100.0	18.4	47.0	18.8	15.8	53.0		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	249	100.0	18.0	47.2	18.9	15.9	53.2		
Socio-Economic Status									
Subsidized meals	115	100.0	27.6	52.4	12.4	7.6	37.1	Yes	Yes
Full-pay meals	136	100.0	10.9	42.6	24.0	22.5	65.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	74	98.6	23.5	41.2	29.4	5.9	35.3
	Grade 4	67	100.0	10.0	65.0	25.0	N/A	25.0
	Grade 5	74	100.0	25.4	60.6	14.1	N/A	14.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	7.4	35.8	44.4	12.3	56.8
	Grade 4	95	100.0	17.4	40.2	40.2	2.2	42.4
	Grade 5	74	100.0	22.5	63.4	12.7	1.4	14.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	74	100.0	13.2	41.2	23.5	22.1	45.6
	Grade 4	67	100.0	10.0	56.7	13.3	20.0	33.3
	Grade 5	74	100.0	15.5	60.6	16.9	7.0	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	11.1	46.9	19.8	22.2	42.0
	Grade 4	95	100.0	16.3	43.5	23.9	16.3	40.2
	Grade 5	74	100.0	26.8	50.7	14.1	8.5	22.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 529)				
First graders who attended full-day kindergarten	97.6%	N/C	100.0%	100.0%
Retention rate	5.1%	Up from 4.4%	2.4%	2.7%
Attendance rate	96.1%	Up from 96.0%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.2%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		2.4%	3.5%
Eligible for gifted and talented	15.4%	Down from 17.3%	20.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Down from 13.7%	7.7%	8.2%
Older than usual for grade	1.5%	Down from 1.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Up from 54.5%	54.2%	51.4%
Continuing contract teachers	78.1%	Down from 81.8%	90.2%	87.5%
Highly qualified teachers**	93.5%	N/A	95.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 88.5%	89.2%	86.7%
Teacher attendance rate	96.0%	Down from 99.0%	95.0%	94.9%
Average teacher salary	\$39,576	Up 5.1%	\$41,481	\$40,760
Prof. development days/teacher	18.1 days	Up from 14.6 days	11.4 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 18.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	90.6%	Down from 93.0%	90.4%	90.0%
Dollars spent per pupil*	\$5,864	Up 7.3%	\$5,701	\$6,044
Percent of expenditures for teacher salaries*	64.9%	Down from 67.1%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fork Shoals School has the very highest expectations for our students. Our School Improvement Council and Faculty Planning Teams have worked together to develop goals, strategies, and evaluation measure of our comprehensive school improvement plan.

The following is a summary of our areas of focus. We want students to demonstrate respect, be responsible and to use their education to act in their communities. We want to improve student communication skills. We want students to use multiple strategies to solve a variety of problems. We want to increase academic rigor and challenge students to commit to create quality work.

Our goals are directly related to the district-wide emphasis of raising the academic challenge and performance for each student. We measured these goals by evaluating student work and test scores, and analyzing parent, student, and teacher surveys.

During the 2003-2004 school year we raised the academic performance and expectations for all of our students. Our teachers began the implementation of the International Baccalaureate Primary Years Program. We were officially recognized as a candidate school and will be seeking authorization by International Baccalaureate in the spring of 2005. Teachers committed to meet in Academic Assistance Teams and create problem-solving strategies that would help students reach their academic potential. These teams have produced a 100% qualification rate for referrals for testing and assistance. Fork Shoals PTA has been awarded the National PTA Award for Excellence for Parental Involvement. Our parents and community logged over 24,000 volunteer hours.

Our next step at Fork Shoals is to continue to improve student achievement through inquiry based teaching strategies. Fork Shoals will continue to implement the International Baccalaureate Primary Years Program during the 2004-05 school year. This guided inquiry based program combines high academic expectations, and problem-solving skills. The program seeks to develop a more fully developed, culturally aware, and educationally empowered student. Teachers will continue to develop their plans of inquiry and attend staff development. Clearly, we are progressing toward providing a world-class education to our students.

David Johnstone, Principal & James Soniat, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	74	42
Percent satisfied with learning environment	93.3%	93.2%	92.9%
Percent satisfied with social and physical environment	96.7%	90.3%	92.9%
Percent satisfied with home-school relations	90.0%	91.7%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.